



State of Arizona  
Department of Education

Tom Horne  
Superintendent of  
Public Instruction

**MEMORANDUM**

To: Supplemental Education Services Provider Applicants

From: Ralph Romero, Deputy Association Superintendent  
Academic Support Division

Date: January 17, 2003

Subject: Supplemental Education Services Provider Application

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With the passage of the *No Child Left Behind of 2001* (NCLB) legislation, schools and teachers are given assistance in helping students perform at high academic levels. In addition, parents are now given options for helping their children if they are enrolled in chronically failing schools. Supplemental Educational Services is one of those options. For the first time, parents with children in a failing school will be able to request services that include tutoring, before and after school, and summer school programs.

According to Section §1116 of NCLB, States must notify potential providers of this new opportunity, maintain an updated list of approved providers across the State, and monitor these approved providers for compliance. Attached is a program overview, a Supplemental Education Service Provider Application, the application scoring criteria (Appendix A) and a description of how providers will be evaluated (Appendix B). Please read through the enclosed material, fill out the application and return it to the name and address below by close of business (5:00 p.m.) **February 14, 2003**.

Arizona Department of Education  
Attention: Kim Strehlow  
Supplemental Educational Services Coordinator  
1535 West Jefferson, Bin 21  
Phoenix, AZ 85007

Thank you in advance for your interest in serving Arizona's children.

# **Arizona Department of Education Academic Support Division**

## **Supplemental Education Services Provider Overview**

### **Background/Purpose**

According to the *No Child Left Behind Act of 2001 (NCLB)*, for any school that fails to make Adequate Yearly Progress (AYP) by the end of the first full school year after identification for improvement, the LEA shall make supplemental education services available. (Note: LEAs are not required to provide or pay for transportation.)

Any school that fails to make AYP by the end of the second full school year after identification shall continue to provide supplemental education services to children who remain in the school.

If, after one full school year of corrective action a school fails to meet AYP, the LEA shall continue to make supplemental educational services available to children who remain in the school.

The Arizona Department of Education will issue a list of approved Supplemental Educational Service Providers to the public. This list may be accessed at the following link:

<http://www.ade.az.gov/asd/Title1/SES/>

Supplemental Educational Services Non-Regulatory Guidance, dated December 12, 2002, may be accessed at the following link:

<http://www.ed.gov/offices/OESE/SASA/suppsvcsguid.doc>

Title I – Improving Academic Achievement of the Disadvantaged; Final Rule, dated December 2, 2002, may be accessed at the following link:

<http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>

### **What Are Supplemental Educational Services?**

Supplemental educational services means tutoring and other supplemental academic enrichment services that are

- in addition to instruction provided during the school; and
- are of high quality, researched-based, and specifically designed to increase the academic achievement of eligible children on assessments and attain proficiency in meeting the Arizona Academic Standards.

### **Who Are the Eligible Students?**

Eligible students are children from low-income families as determined by the LEA for the purpose of allocating funds to schools under Section 1113(c)(1).

### **What Is A Provider?**

Provider means a non-profit entity, a for-profit entity, or an LEA that

- has a demonstrated record of effectiveness in increasing student academic achievement;
- is capable of providing supplemental educational services that are consistent with the instruction of the LEA and the State Standards; and
- is financially sound.

## What Entities Are Eligible To Apply?

Entities eligible to apply to provide supplemental services may include, but are not limited to\*:

- Community agencies
- LEAs (school districts, charter schools)
- Private schools
- Individuals
- Child care centers
- Libraries
- Community colleges/universities
- Private companies
- Distance learning services
- County school offices
- Faith-based organizations

**\*Each provider must sign an Internet Statement of Assurances and General Assurances prior to being approved.**

## A Provider will:

- provide parents with information on the progress of their children;
- ensure that instruction and content used are consistent with the LEA and aligned with the Arizona Academic Standards;
- provide a written summative report on the progress of all student served between the months of July 1 through June 30 of the current year. This report is to be submitted to the LEA with a copy sent to the Arizona Department of Education by August 31<sup>st</sup>. Please send to:

Arizona Department of Education  
Attention: Kim Strehlow  
Supplemental Educational Services Coordinator  
1535 West Jefferson, Bin 21  
Phoenix, AZ 85007

- meet all applicable federal, State, and local health, safety, and civil rights laws;
- ensure that all instruction and content are secular, neutral, and non-ideological;
- ensure all employees who will interact with students will have undergone background checks with the Arizona Department of Public Safety, have been fingerprinted and are approved to work with children pursuant to Arizona Department of Education teacher certification procedures (<http://www.ade.az.gov/certification/fingerprint.asp>); and
- enter into an agreement with the LEA that includes:
  - ✓ A statement of specific achievement goals for the student based upon the child's specific educational needs;
  - ✓ A description of how the student's progress will be measured;
  - ✓ A timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program (IEP);
  - ✓ A description of how the student's parents and teacher(s) will be regularly informed of the student's progress;
  - ✓ A provision for the termination of the agreement if the provider is unable to meet goals and timetables;
  - ✓ Provisions with respect to the making of payments to the provider by the LEA; and
  - ✓ An assurance from the provider that prohibits them from disclosing to the public the identity of any student eligible for, or receiving, supplemental services without the written permission of the student's parents.

## SUBMITTING THE APPLICATION:

- Make a copy of the application for your records.
- A complete application consists of the following:
  - ☐ Section I Provider Information
  - ☐ Section II Provider Responses to the Narrative Questions (not to exceed 10 pages)
  - ☐ Section III Title I LEA Checklist
  - ☐ Section IV Signed original Statement of Assurances\*
  - ☐ Section V Signed original Internet Statement of Assurances\*  
(\*Each provider must sign both Statements of Assurances prior to being approved)
- Return the original copy of the completed application including signed originals of the Statement of Assurances and the Internet Statement of Assurances by close of business (5:00 p.m.) **February 14, 2003** to:

Arizona Department of Education  
Attention: Kim Strehlow  
1535 W. Jefferson, Bin 21  
Phoenix AZ 85007

- Questions regarding the application process should be directed to Kim Strehlow at (602) 542-2014 or via e-mail at [kstrehl@ade.az.gov](mailto:kstrehl@ade.az.gov).
- Approvals will be determined using the Application Scoring Rubric (Appendix A, page 11) and posted on the Arizona Department of Education website by March 28, 2003. Applicants that do not meet the qualifications will be notified and may reapply.
- An applicant may not submit a grievance challenging the selection of an Arizona Department of Education-approved Supplemental Educational Service Provider, but may submit a grievance concerning any errors in the process insofar as these personally affect the applicant. Upon written request, the reasons for denial will be provided to the applicant.



# ARIZONA SUPPLEMENTAL EDUCATION SERVICES PROVIDER APPLICATION DUE FEBRUARY 14, 2003

Please review the Supplemental Service Provider program guidelines before completing this application. Please print legibly in blue or black ink or type all information.

## SECTION I - PROVIDER INFORMATION

Provider Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ County: \_\_\_\_\_

Phone: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Email: \_\_\_\_\_

Title: \_\_\_\_\_ Fax: \_\_\_\_\_

Person(s) authorized to verify student has received services:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

## PROVIDER CLASSIFICATION (CHECK ALL THAT APPLY)

- |  |  |
|--|--|
| <input type="checkbox"/> School entity           | <input type="checkbox"/> Institution of higher education                             |
| <input type="checkbox"/> Non-profit organization | <input type="checkbox"/> Commercial/private (for profit) education services provider |
| <input type="checkbox"/> Individual              |  |

## PROVIDER SERVICES

Subject(s) (check all that apply): ☐ Reading ☐ Math ☐ Other core academic content area(s): \_\_\_\_\_

Are you able to serve the following ☐ English Language Learners (ELLs) ☐ Special Education ☐ Other (please specify): \_\_\_\_\_

Type of instruction available:

Small Group Instruction ☐ Yes ☐ No Estimated teacher/pupil ratio: \_\_\_\_\_

Individual Instruction ☐ Yes ☐ No

Length of tutoring session: \_\_\_\_\_ Grade levels served: \_\_\_\_\_

Cost for services: Hourly Rate: \$ \_\_\_\_\_ Weekly Rate: \$ \_\_\_\_\_ Monthly Rate: \$ \_\_\_\_\_

Number of Instructors: \_\_\_\_\_

Hours of Operation: \_\_\_\_\_ a.m. - \_\_\_\_\_ p.m. Days Open: \_\_\_\_\_

## PROVIDER SERVICES (CONT.)

Address/Location(s) where program services will be offered:

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

County: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

If service delivery is not at the student's school, is transportation provided? ☐ Yes ☐ No

If yes, is there a separate fee? ☐ Yes ☐ No

(Note: LEAs are not required to provide or pay for transportation.)

## SECTION II - PROVIDER RESPONSES TO THE NARRATIVE QUESTIONS

- **For each narrative question, please limit the length of response to 75-100 words per question.**
  - **Do not exceed 10 pages.**
  - **All responses must be typed on a separate sheet of paper.**
  - **Applications will be scored using the Application Scoring Rubric (Appendix A, page 11).**
1. Provide a job description for qualified staff, including any types of certification/endorsements.
  2. Describe your experience in providing supplemental services to students and evidence of your success.
  3. Explain how your educational philosophy and instructional approach is research based. Provide specific citations.
  4. Describe the process used to ensure curriculum, content, and instruction are aligned to local and state standards.
  5. How will the program be monitored for effectiveness?
  6. How will student progress be measured and which assessments will be used?
  7. Describe your capacity to serve eligible students, e.g. special education, English Language Learners, etc.
  8. How will you measure student, parent, and LEA client satisfaction and address client concerns?
  9. How will student progress be communicated to the school and parents (in a native language, if necessary)?

## SECTION III - TITLE I LEA CHECKLIST

Listed below are all LEAs in Arizona that must set aside an amount equal to 20% of Title I funds for Supplemental Educational Services. Please mark the LEAs for which you or your organization could provide services. Marking the county box indicates services may be provided to ALL LEAs in the county.

### ☐ **APACHE COUNTY**

- ☐ Chinle Unified District
- ☐ Ganado Unified District
- ☐ Red Mesa Unified District
- ☐ Round Valley Unified District
- ☐ Sanders Unified District
- ☐ Vernon Elementary District
- ☐ Window Rock Unified District

### ☐ **COCHISE COUNTY**

- ☐ Ash Creek Elementary District
- ☐ Cochise Elementary District
- ☐ Douglas Unified District
- ☐ Sierra Vista Unified District
- ☐ Tombstone Unified District
- ☐ Valley Union High School District

### ☐ **COCONINO COUNTY**

- ☐ Excel Education Centers, Inc.
- ☐ Fredonia-Moccasin Unified District
- ☐ Page Unified District
- ☐ Tuba City Unified District
- ☐ Williams Unified District

### ☐ **GILA COUNTY**

- ☐ Excel Education Centers, Inc.
- ☐ Globe Unified District
- ☐ Hayden-Winkleman Unified District
- ☐ San Carlos Unified District

### ☐ **GRAHAM COUNTY**

- ☐ Ft Thomas Unified District
- ☐ Thatcher Unified District

### ☐ **GREENLEE COUNTY**

- ☐ Clifton Unified District

- ☐ Duncan Unified District

### ☐ **LA PAZ COUNTY**

- ☐ Parker Unified School District
- ☐ Wenden Elementary District

### ☐ **MARICOPA COUNTY**

- ☐ Aguila Elementary District
- ☐ Alhambra Elementary District
- ☐ Avondale Elementary District
- ☐ Black Family & Child Services, Inc.
- ☐ Cartwright Elementary District
- ☐ Chandler Unified District
- ☐ Creighton Elementary District
- ☐ Deer Valley Unified District
- ☐ Dragonfleye Science, Inc.
- ☐ Dysart Unified District
- ☐ Espiritu Community Development Corp.

- ☐ Fowler Elementary District
- ☐ Gilbert Unified District
- ☐ Glendale Elementary District
- ☐ Glendale Union High School District

- ☐ Isaac Elementary District
- ☐ Laveen Elementary District
- ☐ Litchfield Elementary District
- ☐ Maricopa County Regional District
- ☐ Mesa Unified District
- ☐ Morristown Elementary District
- ☐ Murphy Elementary District
- ☐ Osborn Elementary District
- ☐ PPEP & Affiliates
- ☐ Paloma Elementary District
- ☐ Pendergast Elementary District
- ☐ Peoria Unified District
- ☐ Phoenix Elementary District
- ☐ Phoenix Union High School District
- ☐ Roosevelt Elementary District

- ☐ Saddle Mountain Unified District

- ☐ Scottsdale Unified District
- ☐ Tempe Union High School District
- ☐ Tolleson Union High School District
- ☐ Washington Elementary District

### ☐ **MOHAVE COUNTY**

- ☐ Bullhead City Elementary District
- ☐ Colorado City Unified District
- ☐ Colorado River Union High School District
- ☐ Mohave Valley Elementary District
- ☐ Peach Springs Unified District
- ☐ Topock Elementary District
- ☐ Yucca Elementary District

### ☐ **NAVAJO COUNTY**

- ☐ Cedar Unified District
- ☐ Holbrook Unified District
- ☐ Joseph City Unified District
- ☐ Kayenta Unified District
- ☐ Snowflake Unified District
- ☐ Whiteriver Unified District
- ☐ Winslow Unified District

### ☐ **PIMA COUNTY**

- ☐ Altar Valley Elementary District
- ☐ Amphitheater Unified District
- ☐ Flowing Wells Unified District
- ☐ Marana Unified District
- ☐ Sahuarita Unified District

- ☐ Sunnyside Unified District
- ☐ Tucson Unified District

### ☐ **PINAL COUNTY**

- ☐ Casa Grande Elementary District
- ☐ Casa Grande Union High School District
- ☐ Coolidge Unified District
- ☐ Florence Unified District
- ☐ Maricopa Unified District
- ☐ PPEP & Affiliates
- ☐ Sacaton Elementary District
- ☐ Santa Cruz Valley Union High School District
- ☐ Stanfield Elementary District
- ☐ Superior Unified District
- ☐ Toltec Elementary District

### ☐ **SANTA CRUZ COUNTY**

- ☐ Patagonia Elementary District
- ☐ Pimeria Alta, Inc.

### ☐ **YAVAPAI COUNTY**

- ☐ Camp Verde Unified District
- ☐ Chino Valley Unified District
- ☐ Clarkdale-Jerome Elementary District
- ☐ Cottonwood-Oak Creek Elementary District
- ☐ Excel Education Centers, Inc.
- ☐ Mingus Springs Charter School

### ☐ **YUMA COUNTY**

- ☐ Antelope Union High School District
- ☐ Yuma Elementary District
- ☐ Yuma Union High School District

## SECTION IV - STATEMENT OF ASSURANCES

**An entity applying to be a Supplemental Education Services Provider is required to file with the Arizona Department of Education this set of assurances prior to approval. In submitting this application the entity will (check each):**

- ☐ provide a written summative report on the progress of all students served between the months of July 1 through June 30 of the current year. This report is to be submitted to the LEA with a copy sent to ADE by August 31<sup>st</sup>;
- ☐ enter into an agreement with the LEA that includes:
  - A statement of specific achievement goals for the student based upon the child's specific educational needs;
  - A description of how the student's progress will be measured;
  - A timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program (IEP);
  - A description of how the student's parents and teacher(s) will be regularly informed of the student's progress;
  - A provision for the termination of the agreement if the provider is unable to meet goals and timetables;
  - Provisions with respect to the making of payments to the provider by the LEA; and
  - An assurance from the provider that prohibits them from disclosing to the public the identity of any student eligible for, or receiving, supplemental services without the written permission of the student's parents;
- ☐ will maintain the confidentiality of any student eligible or receiving services;
- ☐ will not apply additional admission criteria to eligible students;
- ☐ is not an employee of the Arizona Department of Education;
- ☐ will not employ current employees of the Arizona Department of Education;
- ☐ will meet all applicable federal, state, and local health, safety and civil rights laws;
- ☐ will ensure that all instruction and content are secular, neutral, and non-ideological;
- ☐ will ensure content, curriculum and instruction used are aligned with the Arizona Academic Standards;
- ☐ will provide evidence upon request the provider is financially sound and not on any type of fiscal or programmatic hold with ADE;
- ☐ will provide instruction that is high-quality, research-based, and specifically designed to increase academic achievement;
- ☐ will provide parents and the LEA with written progress information about the student in a format and language that parents can understand; and
- ☐ will ensure all employees who will interact with students will have undergone background checks with the Arizona Department of Public Safety, have been fingerprinted and are approved to work with children pursuant to ADE teacher certification procedures (<http://www.ade.az.gov/certification/fingerprint.asp>)

By signing, the applicant affirms the information provided in this application is true. Falsifying of information will be grounds for removal from the Approved list of Supplemental Educational Service Providers.

Signature

Print or Type Name

Date



## SECTION V - INTERNET STATEMENT OF ASSURANCES

### Arizona Department of Education Supplemental Educational Services Provider Internet Statement of Assurances

The Internet is an electronic network connecting thousands of computer networks and millions of individual subscribers all over the world. Access to the Internet will allow students to explore the rich resources of thousands of university libraries, governmental databases and other online sources while exchanging electronic mail with Internet users throughout the world. However, use of the Internet, because it may lead to any publicly available fileservers in the world, may open classrooms to electronic information resources that have not been screened by educators for use by students. Some items accessible via the Internet may contain material that is inaccurate, defamatory or offensive.

The following guidelines define "appropriate use" of the Internet.

1. All use of school resources to access the Internet must be in support of and consistent with the educational objectives of the LEA.
2. Transmitting any material in violation of any U.S., state regulation or school board policy, is prohibited. This includes, but is not limited to, copyrighted material and threatening or obscene material.
3. All content transmitted via e-mail or the Internet shall be secular, neutral and non-ideological.
4. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are unacceptable in Internet and other network communication.
5. All information accessible via the Internet should be assumed to be private property and subject to copyright protection. Internet sources should be credited appropriately, as with the use of any copyrighted material.
6. Providers have a responsibility to respect the privacy and property of students. Providers should not intentionally seek information about, obtain copies of, or modify, files, data or passwords of other users.
7. For the safety of students, providers should not request or provide any personal information, such as addresses, phone numbers, or photographs.
8. Providers should not expect that files would be private. State, LEA, and school administrators, as well as parents, may review files and communications at any time to ensure that the network is being used responsibly. Providers must gain written parental permission before communicating with students under the age of 13<sup>1</sup> via e-mail or the Internet.
9. If student will be using a school computer to access information from a Provider, the Provider must abide by all school/LEA policies and procedures regarding computer/internet use.

#### **PENALTY FOR VIOLATION OF INTERNET RESPONSIBILITIES:**

Failure to follow appropriate practices will result in immediate removal of the Provider from the Arizona Department of Education's Approved Supplemental Educational Services Provider List. *When applicable, law enforcement agencies may be involved.*

I, the undersigned, as a representative of \_\_\_\_\_, agree that all tutors/instructors employed by this organization will be notified of all guidelines regarding appropriate use of the Internet and will agree to abide by them.

---

Signature

---

Printed Name

---

Date

---

<sup>1</sup> As defined in Title XIII – Children's Online Privacy Protection Act of 1998

# **APPENDIX A**

## **Application Scoring Rubric**

### **Supplemental Educational Service Providers**

#### **Requirements**

The Arizona Department of Education (ADE) has established criteria for Supplemental Service Providers in the state. The ADE is responsible for compiling a list of *Approved Providers*, who are held accountable for their performance.

#### **Scoring Information**

The application will be scored based upon the content of the narrative questions and the assurances pages. Responses will be rated according to alignment with state and federal requirements. Each question has a scoring rubric to help judge and score the quality of the narrative provided.

The application is worth a total of 100 points. An applicant must earn a minimum of 70 points in order to be on the Approved List of Providers.

## Application Scoring Rubric

### Provider Narrative for Supplemental Educational Services

1. Provide a statement or summary of qualifications of staff, including any types of certifications/endorsements.

Scoring Rubric		
Poor Quality (1-4 Points)	Moderate Quality (5-7 Points)	High Quality (8-10 Points)
Criteria for instructional staff are not described.	There is some description of the teaching staff's qualifications, but there is no mention of certifications/endorsements.	Detailed information is provided of all the teaching positions, including types of certifications/endorsements.

Points Possible: 10

Points Awarded: \_\_\_\_\_

Comments:

2. Describe your experience in providing supplemental services to students and evidence of your success.

Scoring Rubric		
Poor Quality (1-4 Points)	Moderate Quality (5-7 Points)	High Quality (8-10 Points)
Limited or no record of effectiveness in providing supplemental services to students.	Some record of experience in providing supplemental services to students.	Extensive record of effectiveness in providing supplemental services to students.

Points Possible: 10

Points Awarded: \_\_\_\_\_

Comments:

**3. Explain how your educational philosophy and instructional approach are research based. Provide specific citations.**

Scoring Rubric		
<b>Poor Quality (1-4 Points)</b>	<b>Moderate Quality (5-7 Points)</b>	<b>High Quality (8-10 Points)</b>
Educational philosophy not well articulated, and/or instructional approach not described. No citations are included.	Educational philosophy articulated to a degree. Some details provided about instructional approaches to be used to meet the needs of diverse learners. Few citations are included.	Educational philosophy clearly articulated, instructional approaches to meeting the needs of all learners described. Citations of research are included for each instructional approach.

Points Possible: 10

Points Awarded: \_\_\_\_\_

Comments:

**4. Describe the process used to ensure content, curriculum, and instruction are aligned with Arizona Academic Standards.**

Scoring Rubric		
<b>Poor Quality (1-4 Points)</b>	<b>Moderate Quality (5-7 Points)</b>	<b>High Quality (8-10 Points)</b>
There is little or no evidence that describes the process used to ensure content, curriculum, and instruction are aligned with local or state standards.	Some effort is made to describe the process used to ensure content, curriculum, and instruction are aligned with local and/or state standards.	Extensive description of the process used to ensure content, curriculum, and instruction are aligned with local and state standards.

Points Possible: 10

Points Awarded: \_\_\_\_\_

Comments:

**5. How will the program be monitored for effectiveness?**

Scoring Rubric		
<b>Poor Quality (1-4 Points)</b>	<b>Moderate Quality (5-7 Points)</b>	<b>High Quality (8-10 Points)</b>
There is little or no evidence to indicate that the program will be monitored for effectiveness	There is some evidence provided that the program will be monitored for effectiveness, however there are limited details.	Substantial evidence exists that indicates that the program will be monitored for effectiveness.

Points Possible: 10

Points Awarded: \_\_\_\_\_

Comments:

**6. How will student progress be measured and which assessments will be used?**

Scoring Rubric		
<b>Poor Quality (1-4 Points)</b>	<b>Moderate Quality (5-7 Points)</b>	<b>High Quality (8-10 Points)</b>
No plan is articulated describing which assessments will be used to determine whether students are meeting instructional objectives.	A general plan for determining whether students are accomplishing instructional objectives is articulated. The plan makes general mention of assessments, but lacks detail and clarity.	A detailed plan for determining whether students are accomplishing instructional objectives is articulated. The plan specifies which assessments will be used and provides rationale to support the use.

Points Possible: 10

Points Awarded: \_\_\_\_\_

Comments:

**7. Describe your capacity for serving eligible students, e.g. special education, English Language Learners, etc.**

Scoring Rubric		
<b>Poor Quality (1-4 Points)</b>	<b>Moderate Quality (5-7 Points)</b>	<b>High Quality (8-10 Points)</b>
Little or no capacity to serve all eligible students. Limited ability to work with diverse learners.	Some capacity to serve many economically disadvantaged students in a geographic service area. Some experience and ability to work with diverse student populations.	Sufficient capacity to serve all economically disadvantaged students in a geographic service area is described. Significant experience and ability to work with diverse populations.

Points Possible: 10

Points Awarded: \_\_\_\_\_

Comments:

**8. How will you measure student, parent and LEA client satisfaction and address client concerns?**

Scoring Rubric		
<b>Poor Quality (1-4 Points)</b>	<b>Moderate Quality (5-7 Points)</b>	<b>High Quality (8-10 Points)</b>
No plan is articulated to determine customer satisfaction or addressing customer concerns.	A general plan for addressing customer satisfaction, but does not specify particular means or measures of identifying customer satisfaction.	A detailed plan for assessing and determining customer satisfaction is done with regularity, and the information will be used to address customer concerns.

Points Possible: 10

Points Awarded: \_\_\_\_\_

Comments:

**9. How will student progress be communicated to the school and parents (in a native language, if necessary)**

<b>Poor Quality (1-4 Points)</b>	<b>Moderate Quality (5-7 Points)</b>	<b>High Quality (8-10 Points)</b>
No plan is articulated.	A general plan for communication is presented, but there is little detail and mentions either the school or the parents, but not both.	A detailed plan for communication is provided which discusses how student progress will be communicated to the school and parents (in a native language, if necessary).

Points Possible: 10

Points Awarded: \_\_\_\_\_

Comments:

**10. Assurances**

☐ Has printed name

☐ Assurances have been signed and dated

Points Possible: 10

Points Awarded: \_\_\_\_\_

Comments:

## APPENDIX B

### Evaluation Plan

The purpose of providing supplemental educational services for economically disadvantaged students in schools that fail to make AYP is to help them meet Arizona's academic standards. Determining whether students who participate in these services are meeting these standards then becomes the paramount evaluation objective. Secondary objectives relate to the degree to which criteria specified for Providers have been met, and their relationships to increasing student mastery of standards.

The Arizona Department of Education (ADE), in cooperation with the applicable LEAs, is required to monitor the quality and effectiveness of the services offered by approved providers and to withdraw approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students to whom they provide services or that fail to meet any of the other eligibility requirements or assurances (see P.L. 107-110 Section 1116(e)(4)(D)). In order to fulfill these requirements, ADE has established the following three components.

First, as a part of the Academic Support Division's annual on-site monitoring schedule for all Title I schools, ADE will ascertain an evaluation and demonstration of the effectiveness of providers through LEA records and analysis.

Second, monitoring of approved supplemental service providers will consist of a document analysis and interviews as indicated in the table below. In addition, the ADE reserves the right to conduct on-site observations of the approved supplemental service providers. Specific evaluation questions will be generated for each of the objectives, and protocols for collecting the data will be developed. The following table displays how these data collection methods will be configured.

Objective	Document Analysis	Interviews
Financial Soundness	√	
Educational Philosophy	√	√
Scientific Research Base	√	√
Experience and Evidence of Success	√	√
Planning for Collaboration	√	√
Teacher and Instructor Qualifications	√	
Capacity to Serve Eligible Students	√	√
Alignment of Instruction to State Standards	√	√
Customer Satisfaction	√	√
Assurances	√	√

Third, each approved provider is expected to submit to the school a final written report that summarizes the progress of all students provided with supplemental services. The school will submit this report to the ADE for review. This information will be used to help determine if a provider will remain on the state approved list.